DOCUMENT RESUME

ED 178 699 CE 021 836

TITLE Criteria and Guidelines for Use of the Continuing Education Unit. Revised.
PUB DATE Apr 79
NOTE 43p.; Prepared by the Council on the Continuing Education Unit, Silver Spring, MD
AVAILABLE FROM Council on the Continuing Education Unit, 13000 Old Columbia Pike, Silver Spring, Maryland 20904 ($3.00; 10-24 copies, $2.50 each; 25 or more, $2.25 each)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Adult Education; *Continuing Education Units; *Credentials; *Credits; Criteria; Data Collection; Definitions; Guidelines; Noncredit Courses; Postsecondary Education; Professional Continuing Education; Student Certification; Units of Study; Vocational Retraining

ABSTRACT

In this booklet describing purposes and guidelines for use of the Continuing Education Unit (CEU), the Council on the CEU sets forth the case for the Unit's use and flexibility. Defined as ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction, the CEU was designed as a uniform unit of measurement to facilitate the accumulation and exchange of standardized information about individual participation in noncredit continuing education. A great variety of institutions and organizations may award the CEU, provided they meet administrative criteria as set forth in the booklet--fairly rigorous calculation of contact hours, maintenance of permanent records, upholding or program quality and sponsor integrity, and adequate evaluation of program impact. Other guidelines are these: The student seeking CEU must complete the program, whether with formal, informal, or no actual performance evaluation; students recieve no CEU for such activities as High School Equivalency programs, meetings and conventions, academic credit programs, on-the-job training, and self-directed study. The booklet points out the potential for using CEU to accumulate data nationwide on continuing learning and education, and ends with three pages of questions and answers, a short history of the development of the CEU, and Council membership information. (CP)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED178699

# CRITERIA AND GUIDELINES FOR USE OF THE CONTINUING EDUCATION UNIT

Revised April, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Keith E. Glancy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PRINTED AND DISTRIBUTED BY
THE COUNCIL ON THE CONTINUING EDUCATION UNIT
13000 OLD COLUMBIA PIKE
SILVER SPRING, MD. 20904

CE 021 836

# Council on the Continuing Education Unit

## BOARD OF DIRECTORS

### OFFICERS:

President: William L. Turner, *Vice Chancellor for Extension and Public Service, North Carolina State University*

Vice President: John W. Enell, *Vice President for Research, American Management Associations*

Secretary: Keith E. Glancy, *Director of Special Programs, The Evening College, Johns Hopkins University*

Treasurer: Leonard R. Brice, *Executive Vice President, American Society for Personnel Administration*

### BOARD MEMBERS

Richard L. Baily, *Manager, Center for Leadership Development, Chamber of Commerce of the United States*

Warren G. Ball, *Dept. of Allied Health Evaluation, American Medical Association*

Edward H. Cox, *Employee Relations Department, Personnel Division, E.I. duPont de Nemours*

Charles W. Fotis, *Director of Training & Career Development, U.S. Department of Defense*

Paul J. Grogan, *University Extension, University of Wisconsin*

Thomas B. Johnson, *Vice President - Education, Holiday Inn Executive Conference Center*

Lloyd L. Joyner, Jr., *Registrar and Director of Admissions, Georgia Southern College*

Vincent A. Miller, *General Manager, Consumer Affairs Training, Whirlpool Corporation*

Louis E. Phillips, *Director, Div. of Continuing Education, Furman University*

John Rhodes, *Vice President for Public Services & Continuing Education, Memphis State University*

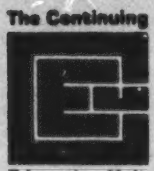
Audrey F. Spector, *Nursing Programs Director, Southern Regional Education Board*

### LIAISON TO THE BOARD

John J. Bean, *U.S. Office of Personnel Management, Washington, D.C.*

Robert Calvert, Jr., *National Center for Education Statistics, Washington, D.C.*

John R. Valley, *Educational Testing Service, Princeton, New Jersey*




The Certification Mark of the Council on the Continuing Education Unit is reserved for use only by organizations holding Institutional Membership in the Council.

©Copyright 1974 by the National University Extension Association
©Copyright 1979 by the National University Extension Association and the Council on the Continuing Education Unit. All rights reserved including reproduction in whole or in part without written permission.

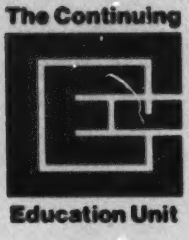
| | |
|---|---|
| First printing | September 1974 |
| Second printing | December 1974 |
| Third printing | February 1975 |
| Fourth printing | May 1975 |
| Fifth printing | May 1977 |
| Sixth printing | July 1978 |
| Seventh printing | April 1979 |

Price:

| | |
|---|---|
| 1 to 9 copies | $3.00 each |
| 10 to 24 copies | $2.50 each |
| 25 and over | $2.25 each |

From:

Council on the Continuing Education Unit
13000 Old Columbia Pike
Silver Spring, MD 20904




# THE CONTINUING EDUCATION UNIT

**One Continuing Education Unit is**

**TEN CONTACT HOURS OF PARTICIPATION IN AN ORGANIZED CONTINUING EDUCATION EXPERIENCE UNDER RESPONSIBLE SPONSORSHIP, CAPABLE DIRECTION AND QUALIFIED INSTRUCTION**

# FOREWORD

The "Continuing Education Unit Criteria and Guidelines" were originally written by members of the National Task Force on the Continuing Education Unit and published by the National University Extension Association. This revised edition of the Criteria and Guidelines has been published by the Council on the Continuing Education Unit which is carrying forward and expanding the work on the Continuing Education Unit.

Since this book contains a history of the "Task Force" and its work in developing the CEU, it will not be necessary to mention the details of development in this foreword. Therefore, we will devote more space in this foreword to the reasons why the CEU is needed.

Noncredit continuing education has been the fastest growing segment of education since the close of World War II. The upsurge in noncredit educational offerings can be traced directly to: (1) the rapid expansion of knowledge and (2) the obsolescence of its long term utility. These two factors have contributed substantially to the demand for noncredit continuing education directed toward the rehabilitation and retraining of the existing worker force. Adults in general, and especially those in the professional and technical occupations, find it increasingly necessary to update and upgrade their knowledge through continuing education. This effort begins shortly after the completion of their formal education and continues throughout their working years. Increasingly, more and more education for specific careers and job functions has to be obtained after graduation and the need continues throughout an individual's productive life.

Individual participants in noncredit continuing education have found it difficult to accumulate, update, and transfer a record of their educational experiences. Employers, professional groups, licensing agencies, and others who routinely examine and evaluate individual accomplishments experienced a similar need for uniformity in combining noncredit educational activities into a measurable and understandable record.

Sponsors of continuing education activities have found it increasingly important to manage and account for human and financial resources committed to noncredit programs in terms of a consistent unit of output. Institutions of higher education have long been able to account for educational output in credit programs

through the use of semester or quarter credit hours and full-time equivalent student enrollments. A parallel system was needed to measure and record institutional output of noncredit educational activities — information seldom included in institutional reports of educational activities.

The Continuing Education Unit, designed to meet both of these major needs, was first defined in 1970. In the ensuing years the processes of applying and reporting the CEU have been refined and tested by countless sponsors. The CEU is now a generally accepted measure of noncredit continuing education learning experiences and is used by public and private educational institutions including colleges, professional associations, government, industry, and health service agencies.

The Council on the Continuing Education Unit was incorporated in 1977 as a nonprofit educational corporation to carry on the work of the National Task Force on the CEU. With the establishment of the Council, the Task Force was dissolved; however, most of the Task Force members served on the incorporating board of directors of the Council.

The Council on the Continuing Education Unit invites providers of noncredit continuing education to use the CEU and urges them to join with the Council in pursuing the following major purposes:

1. Promote the development, interpretation and dissemination of the best methods, standards, and ideals for the use of the CEU.
2. Ensure continuity in the development of the CEU and to seek to achieve consistency in the application of the CEU.
3. Promote the strengthening of standards in the field of continuing education and training.
4. Work cooperatively with educational organizations, including colleges, universities and other educational institutions; proprietary organizations; professional societies; units of government; and other organizations engaged in noncredit continuing education and training.

The Council will serve as a forum and clearinghouse for information relating to the CEU and to continuing education and training, and will engage in surveys and research which will provide better information about the CEU or continuing education and training to enhance their effectiveness and quality.

The Council will monitor the use of the CEU and will expect that any program for which CEU are awarded will adhere to the guidelines contained herein.

The Council will regulate the use of the certification mark of the

Council for the Continuing Education Unit which can be used only by those institutions and organizations that are members of the Council and whose programs meet the criteria established by the Council.

To the hundreds of persons and organizations involved in testing the CEU concept, to those who appeared before the Task Force and the Council to offer suggestions for improvement, and to those who wrote letters offering critical review and comments, the Council is indebted. The work of the Council has been made easier by the interest and involvement of so many individuals who cannot be given proper recognition in this foreword. Our hope is that many of the thirty million people who enroll annually in noncredit education programs will be the ultimate beneficiaries.

The Council gratefully acknowledges the editorial services of Vincent A Miller, Whirlpool Corporation, and Keith E. Glancy, The Johns Hopkins University, in the final preparation of this revision of the Criteria and Guidelines. Editorial assistance for the original edition was provided by Dr. Glancy and John A. Rhodes, Jr., Memphis State University.

William L. Turner
President
Council on the Continuing Education Unit

Raleigh, North Carolina
March 30, 1979

# CONTENTS


DEFINITION ..... 1

PURPOSES ..... 3

- Specific Objectives ..... 3
- Flexibility of CEU ..... 3

USES OF THE CONTINUING EDUCATION UNIT ..... 5

- General Application ..... 5
- Sources of Sponsorship ..... 5
- Convenience of Measurement ..... 5
- National Standard of Measurement ..... 5
- Educational Planning for the Individual ..... 6

CRITERIA FOR AWARDING CONTINUING EDUCATION UNITS .. 9

- Criteria for CEU Sponsorship ..... 9
- Program Criteria ..... 10
- Activities which do not meet the Criteria ..... 11

OPERATIONAL GUIDELINES ..... 13

- Determining the Number of Units ..... 13
- Satisfactory Completion ..... 14
- Permanent Records ..... 15
- Program Quality ..... 16
- Evaluation ..... 17

USING THE CONTINUING EDUCATION UNIT FOR DATA COLLECTION ..... 18

QUESTIONS AND ANSWERS ..... 19

THE HISTORY AND DEVELOPMENT OF THE CONTINUING EDUCATION UNIT ..... 23

THE COUNCIL ON THE CONTINUING EDUCATION UNIT ..... 29

- The Council's Purposes ..... 29
- What the Council Does for its Members ..... 30
- How the Council is Guided ..... 31

MEMBERSHIP INFORMATION ..... 33

MEMBERSHIP APPLICATIONS ..... 35

# DEFINITION

The Council on the Continuing Education Unit, an association of business, industry, government, social service organizations, and higher education institutions provides the following definition, criteria, and guidelines for the CEU. The Council, which monitors the use of the CEU, anticipates that any program for which CEU are awarded will subscribe to, and apply, the criteria and guidelines published herein. Those organizations that do so are invited to seek membership in the Council and thereby qualify for use of the CCEU certification mark.

ONE CONTINUING EDUCATION UNIT IS DEFINED AS:

TEN CONTACT HOURS OF PARTICIPATION . . .

IN AN ORGANIZED CONTINUING EDUCATION EXPERIENCE . . .

UNDER RESPONSIBLE SPONSORSHIP . . .

CAPABLE DIRECTION . . .

AND QUALIFIED INSTRUCTION.

Each element included in the definition of the continuing education unit is an integral part of the larger concept of developing an educational experience of sufficient merit to be documented in permanent form on the record of the individual participant.

**TEN CONTACT HOURS OF PARTICIPATION . . .**

The contact hour is defined as a typical fifty-minute classroom instructional session, or its equivalent. Ten instructional contact hours are required for one CEU. The number of instructional contact hours is readily determined in the formal classroom situation. In other informal formats, the clock hour should be used. In more nontraditional formats, it may be necessary to exercise judgment in determining the instructional hours required to achieve the educational objectives.

**IN AN ORGANIZED CONTINUING EDUCATION EXPERIENCE . . .**

An organized educational experience presumes there has been planning to meet a specific need. The essential elements of such planning include the determination of the program's educational objectives in terms of:

(a) the clientele to be served,
(b) the new competencies to be achieved,
(c) the content or subject matter to be covered, and
(d) the program format and instructional methodology to be employed to develop the competencies.

Adequate and properly responsive program planning requires interaction between administrative personnel of the sponsoring

organization, the instructor or educational leaders responsible for the learning experience, and representatives from the clientele group to be served. Additional inputs into the planning process by knowledgeable and interested persons may further strengthen the educational enterprise.

**UNDER RESPONSIBLE LEADERSHIP . . .**

The sponsoring organization that awards CEU may be an education institution, a professional association or a business or governmental organization. The sponsor must assume administrative responsibility for the program. This responsibility includes the assignment of direct supervision of the activity to a professionally capable program director or educational administrator and the maintenance of a permanent record system. The reputation and organizational integrity of the sponsor are reflected in the quality of the educational experience which is presented.

**CAPABLE DIRECTION . . .**

The elements of capable direction include:

(a) professional educational leadership in program planning and development,
(b) selection of the most effective educational format for the intended purpose and objectives,
(c) assignment of qualified instructional staff,
(d) adequate program management and administration, and
(e) the design and implementation of evaluation techniques applicable to both individual participants and the total program.

**AND QUALIFIED INSTRUCTION**

The development of a systematic process leading to specified educational objectives requires the selection of an instructional staff that has the following qualifications:

(a) competence in the subject matter (may be evidenced by experience in which command of the subject matter is recognized by the individual's peers, by formal education or training, or by demonstrated knowledge through publication in professional journals or appropriate media),
(b) ability to transmit the educational content to the participants,
(c) understanding of the program objectives, and
(d) knowledge and skill in the instructional methodology and learning processes to be employed.

# PURPOSES

The Continuing Education Unit (CEU) has been designed as a uniform unit of measurement to facilitate the accumulation and exchange of standardized information about individual participation in noncredit continuing education. The CEU is applicable whether information is transmitted from one person to another, from one institution to another, from individual to organization, from employee to employer, from one area of the country to another, or from one time period to another. The CEU may be used for the quantitative measurement, recording, reporting, accumulation, transfer and recognition of individual participation in noncredit continuing education activities.

The CEU is intended to serve all interests in noncredit continuing education, whether public or private, and whether individual, institutional, organizational, governmental or societal. It can be used to measure all levels of noncredit continuing education without regard to age of participants, subject matter, program format or instructional methodology. The CEU permits the individual who desires additional educational experience to look to many sources of continuing education, and to select from formats common to the field, while accumulating a uniform record available for future reference.

## SPECIFIC OBJECTIVES

With the establishment and widespread use of the CEU as a uniform and nationally accepted unit of measurement applicable to noncredit continuing education, the major objectives that can be fulfilled are:

1. To establish permanent records for individual participants for accumulating, updating and transferring information concerning their noncredit continuing education experiences.
2. To provide a uniform system for accumulating data at the institutional and organizational level to assist in program planning and development, in administration and fiscal management, and in reporting comparable data.
3. To establish a system of measurement to facilitate the collection of data on a national basis and provide valid statistical information necessary for public policy determination and legislative action relating to noncredit adult and continuing education activities.

## FLEXIBILITY OF CEU

Variety is one of the recognized strengths of noncredit continuing education. The CEU concept is designed to sustain that variety.

The CEU is to be applied only **after** content, format and methodology have been determined. When applied in this manner, the CEU does not lead to stereotypes in terms of the program length, methods, or formats used in meeting educational objectives. In many instances some method of formal assessment of the learning outcomes may be appropriate. The Council recognizes, however, the fact that many other types of noncredit continuing education would not be adaptable to, or benefit from, competency evaluation of participants.

# USES OF THE CONTINUING EDUCATION UNIT

## GENERAL APPLICATION

The CEU may be applied to qualified noncredit continuing education learning experiences regardless of the teaching-learning format, duration of program, source of sponsorship, subject matter, level, audience or purpose. Therefore, the CEU applies to most well-planned continuing education programs with equal facility although they may be as varied in their origins and objectives as they are diverse in their choice of subject matter and the teaching techniques employed.

## SOURCES OF SPONSORSHIP

CEU may be awarded by institutions and organizations that meet the administrative criteria set forth in the next section. Opportunities now may become available for individuals to participate in and receive comparable recognition from a wide variety of continuing education programs offered by private, governmental and organizational sponsors in addition to those available from educational institutions. The CEU permits records to be generated by these sponsors comparable to those of traditionally recognized institutional sources of sponsorship.

## CONVENIENCE OF MEASUREMENT

The ten-hour CEU is decimally related to the instructional contact hour, the most common module of educational experience (see section on criteria for Determining the Number of Units). Therefore, the CEU has the advantage of being computed and recorded directly and simply for all formats and durations of continuing education programing wherever the number of classroom hours of instruction, or their equivalent in other formats, can be determined.

## NATIONAL STANDARD OF MEASUREMENT

With many differing, and often incompatible, systems known to exist, a nationally recognized and standardized measure for continuing education was long overdue. The CEU serves to reduce the confusion and fragmentation that exists among the many highly individualized systems of recognizing, recording, and rewarding individual effort in noncredit continuing education.

**Institutional Data** — The CEU is designed to provide not only a record for the individual participant but also a method of measuring the aggregate amount of continuing education activity sponsored by an institution or organization over any given period of operation. There are distinct advantages for the sponsoring institution or organization to be able to quantify and summarize its total non-

credit continuing education efforts. The accumulation of CEU data provides information for budgeting, financing, auditing and program planning with comparable and uniform reporting from year to year.

**National Data** — Considerable national interest has focused on the CEU and its potential for accumulating data for continuing noncredit education, lifelong learning, and recurrent education which might be obtained from colleges, universities, industrial organizations, unions, professional associations, governmental agencies, etc. With the CEU as a standard of measurement, it is possible to produce comparable data from all areas with the end result that there will be a more accurate picture of the scope and progress of noncredit education programs.

At the present time all states require that some professionals continue their education to maintain their professional expertise. There is no profession in which individuals are required to continue their education in all 50 states but optometrists and nursing home administrators must do so in most states, followed closely by certified public accountants, veterinarians, pharmacists, dentists, physicians, and nurses. Records are presently kept at state levels, but in all instances there is a need for national data relating to the continuing noncredit education within each profession.

The most recent figures available show that 2,225 colleges and universities offered noncredit education activities attended by 8,833,978 registrants. There is a great need for a national accounting system for noncredit educational activities sponsored by colleges and universities. Use of the CEU as a standard measurement of these activities will speed up the inauguration of a national data system. Previous reports have failed to produce comparable data and trends have been difficult to establish due to the lack of any nationally accepted unit for the uniform measurement and reporting of noncredit continuing education activity.

**Educational Planning for the Individual**

The availability of comparable permanent records and official recognition makes the pursuit of knowledge through continuing education more attractive and satisfying as a way of personal and professional development. The CEU encourages individuals to marshal and utilize a variety of noncredit learning experiences and resources to serve their immediate needs, their recurrent needs, and to maintain a record of their lifelong learning. For example, individuals may use personal records reported in CEU to meet requirements for:

1. Maintenance or improvement of professional competence.
2. Documentation of continuing qualifications for licensure, cer-

tification, or registration.

3. Evidence of personal and vocational growth and adjustment to meet changing career demands.
4. Preparation for a new career by personal preference or as caused by the pressure of individual or technological obsolescence.
5. Demonstration of a conscious and persistent effort toward personal development.

A record of CEU provides a framework within which individuals can develop and achieve appropriate long-range educational goals through a variety of available options. Progress toward such goals, at the individual's own pace and possibly planned over a number of years, can be demonstrated and documented in terms of the record of CEU earned.

The absence of a uniform and cumulative record of noncredit continuing education activity, whether applicable to the sponsors or to the individuals they serve, has usually resulted in the establishment of narrowly defined goals and short-term educatonal objectives. It now becomes more feasible to plan longer-range comprehensive programs of educational or professional development that are sequentially planned and relevant to contemporary needs.

The CEU affords the organizational or institutional sponsor, as well as the individual being served, an opportunity to plan educational progress from one level of competency or one block of information to another. This process may extend over several years, often following a given individual through occupational moves and increasing levels of responsibility. The encouragement provided by meeting both long-range objectives and sequential design in continuing education programs should result in the initiation of an increasing number of noncredit curricula that serve significant individual, professional, organizational and societal goals.

The informal and flexible character of noncredit educational programs should not be altered by the application of the CEU. The ability to plan and initiate new programs or to reorganize current programs quickly, without undue organization formality, to meet immediate and changing educational needs must continue to be the dominant characteristic of noncredit continuing education.

# CRITERIA FOR AWARDING CONTINUING EDUCATION UNITS

The Council on the Continuing Education Unit has established the following administrative and program criteria as the minimum essential requirements applicable to each activity for which continuing education units are to be awarded.

## CRITERIA FOR CEU SPONSORSHIP

Among the categories of institutions and organizations potentially capable of serving as sponsors of continuing education and of awarding CEU are:

(a) colleges and universities
(b) technical institutes
(c) vocational-technical schools
(d) trade and industrial associations
(e) professional societies
(f) educational units of governmental agencies or the armed forces
(g) educational units of businesses, industries, or labor organizations
(h) hospitals and other health service organizations
(i) labor unions
(j) proprietary educational organizations
(k) technical societies
(l) social and community organizations
(m) other organizations providing noncredit continuing education

Program sponsors who propose to award and record CEU for individuals participating in their continuing education programs must meet the following criteria:

**Organization.** The sponsoring organization must have an identifiable educational arm with designated professional staff empowered to administer and coordinate an organized schedule of continuing education programs.

**Responsibility and Control.** The sponsoring organization, through its educational arm, must maintain administrative control of all program elements to assure that both the immediate educational objectives and these criteria are met. For programs jointly sponsored by more than one organization, a decision must be made in the planning stage concerning which organization will record and report CEU. In no instance should there be a duplication in recording or reporting CEU.

**Facilities.** The sponsoring organization must provide or arrange for appropriate educational facilities, library and reference materials, and all necessary instructional aids and equipment consistent with the educational content, format, and objectives of each learning experience.

**Maintenance and Availability of Records.** A permanent individual record of participation must be maintained by the sponsoring organization and made readily available to each participant upon request.

## PROGRAM CRITERIA

The Council on the Continuing Education Unit has established the following criteria which are to be met for each noncredit continuing education activity before CEU may be awarded to participants and recorded on individual records.

**Definition.** The educational activity fulfills each of the elements in the definition of the CEU: an organized continuing education experience . . . responsible sponsorship . . . capable direction . . . qualified instruction.

**Planning.** The program or activity is planned in response to the educational needs of a target population or clientele group. This planning includes the opportunity for input by representatives of the immediate clientele group, as well as by other knowledgeable individuals having content expertise and an appreciation of the educational objectives to be met.

**Objectives.** A clear statement of rationale, purposes, and goals is prepared for each educational activity prior to its initiation.

**Instruction.** Qualified instructional personnel are directly involved in conducting the educational activity.

**Performance.** Specific performance requirements for the award of CEU to participants are established prior to the offering of the program.

**Registration.** Participant registration must include sufficient detail to provide the necessary information for a permanent record of individual participation.

**Records.** Program administration will include a system for verification of satisfactory completion of the activity by each participant (see discussion of Registration immediately above) and for providing an approved list of those awarded CEU to the office responsible for preparing and maintaining permanent records for individual participants.

**Program Evaluation.** Evaluation procedures determined during the planning process are used to measure the effectiveness of

the program design and operation. The qualitative aspects of CEU programs are to be constantly under review. The method of evaluation should be developed after specific program objectives have been stated, and should apply to sponsors, programs, and participants.

## ACTIVITIES WHICH DO NOT MEET THE CRITERIA FOR AWARDING CONTINUING EDUCATION UNITS

The Council on the Continuing Education Unit has cited the following examples as types of activities which do not meet the criteria for the awarding of CEU.

**Credit Programs.** CEU are not to be awarded to an individual for any program or course for which that individual is awarded academic credit, either secondary or collegiate.

**High School Equivalency.** Programs leading to high school equivalency certificates or diplomas do not qualify for the awarding of CEU.

**Indoctrination Programs.** Programs which deal with internal affairs of an organization do not qualify for the awarding of CEU. Examples are topics such as: rights, benefits, and responsibilities of employees; structure of the organization; on-the-job methods, processes or procedures.

**Committee Meetings.** Committee activities do not qualify for the awarding of CEU.

**Policy Assignments.** Board meetings, delegate assemblies, or similar meetings for policy-making purposes do not qualify for CEU.

**Meetings and Conventions.** Meetings and conventions of societies and associations do not qualify, per se, as continuing education. However, educational activities programmed independently and associated with these meetings may meet the criteria for awarding CEU if record keeping and all other criteria for program sponsorship are met.

**Mass Media Programs.** Participation in programs delivered through the media (e.g., television, radio, newspapers) does not merit the awarding of CEU unless these presentations are an integral part of an educational program which qualifies under these criteria and guidelines.

**Entertainment and Recreation.** Attendance at lecture series, cultural performances, entertainment or recreational meetings or activities, and participation in travel groups do not qualify for CEU unless these activities are an integral part of a larger educational program.

**Work Experience.** On-the-job training and other work experiences do not qualify for the award of CEU unless structured as part of a planned educational experience which fulfills these program criteria.

**Individual Scholarship.** The independent writing of articles or research reports or the presentation of papers outside a planned and directly supervised educational program does not qualify the individual for the award of CEU.

**Self-Directed Studies.** Individual, self-directed studies or other forms of independent learning experiences which are not planned, supervised, and directed by sponsoring agencies do not qualify for the awarding of CEU.

**Association Membership and Certification Programs.** Non-educational activities of association and professional societies, which may otherwise be used to qualify for professional and occupational group membership or certification, are not eligible for the awarding of CEU. Examples of such activities include:

(a) membership or service in a professional, occupational, or other society or organization.
(b) attendance at annual, periodic or special meetings, conventions, conferences, rallies, and retreats,
(c) writing or presentation of articles or research papers,
(d) speaking, teaching, or other program assignments, or
(e) self-directed reading or study.

Organizations that choose to recognize these activities for purposes of membership or certification may do so by using their "service," "professional," or other units of measurement separate and apart from CEU.

# OPERATIONAL GUIDELINES

A conservative approach is appropriate when an institution or organization decides to award CEU for its continuing education programs. Until experience has been gained, an institution should approve for CEU only those programs which clearly qualify for the awarding of units. Continuing education offerings that may be borderline in meeting program criteria should be considered carefully in terms of whether or not CEU apply. This may be done with more insight and uniformity after experience has been gained with an initial group of activities that clearly qualify for the awarding of CEU.

**Determining the Number of Units**

One continuing education unit (CEU) is to be awarded for each ten contact hours of instruction, or the equivalent, included in the educational activity. The number of contact hours and appropriate CEU must be determined prior to the beginning of the program, but only after the objectives, content, format, methods of instruction and program schedule have been established. The decision to award CEU is not to be made after the offering of the program.

When unforeseen circumstances require a significant alteration in the program schedule, an appropriate adjustment in the number of CEU may be recommended by the director or coordinator of the program.

Responsibility for the determination of the number of units to be assigned rests with the director of the educational office that administers the program. Assistance or recommendations from others more intimately concerned with the specific program are desirable in making this determination. The accuracy and consistency with which CEU are assigned depends on the skill and professional commitment of the director in assessing each learning experience.

In the conventional classroom situation the contact hour relates to the instructional hour that is normally a minimum of fifty minutes in length. In other more flexible formats clock hours may be a more appropriate measure. In either case, only the number of complete instructional hours should be considered in assigning CEU. For example, for a program with 17 contact hours, 1.7 CEU are assigned; likewise for 17.50 or 17.75 hours, 1.7 CEU are assigned.

Programs involving less than ten contact hours of instruction (less than one CEU) should be evaluated very carefully in terms of criteria before a decision is made to award CEU to the participants. Often, these shorter programs are not adequately planned or sequentially designed to meet all program criteria or are simply not

extensive enough to build a measurable competency and be considered a significant educational experience.

In calculating the contact hours involved in an educational activity, the following items may be included:

1. Classroom or meeting session hours with direct participation between the learner and instructor or discussion leader are counted as contact hours.
2. Laboratory sessions, clinical experiences, field trips and activities using nontraditional methods of instruction (such as independent study, directed reading or correspondence courses) may be awarded CEU but the contact hours must be based on the equivalent instructional class hours.
3. For correspondence or self-study courses, the CEU to be applied should be based on the time that the sponsor estimates will be required by students to complete the course at a satisfactory level.

Time devoted to the following and similar activities will not be included when calculating contact hours for CEU.

1. Meeting time devoted to business or committee activities;
2. Meeting time devoted to announcements, welcoming speeches or organizational reports;
3. Time for study, assigned reading, reports, written assignments, and other related activities outside of the class or meeting schedule;
4. Scheduled time allocated to social activities, coffee hours, luncheons, dinners, etc. (Luncheon or dinner presentations which are an integral part of the educational experience may be included.)

When the appropriate number of instructional or contact hours has been determined, CEU are assigned on the basis of one unit for each ten contact hours, and one-tenth unit for each additional full contact hour.

**Satisfactory Completion**

When activities have been approved for the awarding of CEU and when the number of units has been determined, only those individuals who satisfactorily complete the activity will receive CEU. Satisfactory completion will be determined by the program director or instructor using the criteria for completion developed by the planning group for the program or activity.

Satisfactory completion for some activities will require evaluation of the performance of the individual participant. This evaluation may take the form of a demonstration or actual performance involving the skill or information acquired; it may involve a project or

written report; it may be limited to an oral or written test or examination over the material to be mastered; or it may require other evidence of satisfactory completion.

When participants are evaluated in any of these ways, the individual's permanent record may carry the performance evaluation, either in terms of a traditional letter grade, in terms of a numerical grade, in terms of a pass-fail grade, or by other designations. Note, however, that a failing mark should not be entered on the record of the individual participant since only those individuals successfully completing a program should receive CEU. For individuals failing to qualify for CEU, such information relating to that activity should be maintained in the sponsor's activity files for future reference.

For programs where a performance evaluation of the participants is not deemed necessary, attendance and participation as determined by the planning group or program director may be used as the requirement for satisfactory completion of the activity. If attendance is the only criterion for satisfactory completion, then high minimum attendance requirements should be established (e.g., attendance during not less than eighty percent of the instructional hours) and some method of verifying the attendance of individual participants must be utilized. Information and records substantiating satisfactory attendance and participation provide essential backup in support of the CEU awarded to individuals.

A designated official of the sponsoring institution or organization, usually the program director or the instructor, must verify and report that each individual has (or has not) met the specified completion requirements and is (or is not) to be awarded CEU. Individual permanent records are to be established indicating the CEU awarded to each participant. Individual permanent records are not to be initiated for participants who are not awarded CEU.

Individuals participating in continuing education activities may not recognize at the time the potential value of a record of their participation; therefore, the decision should not be left to the individual as to whether or not the appropriate units are recorded. Each eligible participant completing the educational activity should be awarded CEU if anyone participating in the activity is awarded CEU.

**Permanent Records**

The sponsoring institution or organization is responsible for establishing and maintaining a record of all CEU awarded to individual participants. Cumulative records for each individual participant are to be available on a permanent basis and issued as an official statement or transcript upon the request of the participant (although a nominal transcript or transfer fee may be assessed).

Records of each continuing education activity should be available from the sponsoring institution or organization describing as clearly as possible the audience, purposes, format, content, duration, teaching staff, course or experience prerequisites, and level of instruction so valid judgments concerning the educational experience can be made by the recipient of the record. The information which must be included on all transcripts or official statements is as follows:

1. Name and address of the awarding organization or institution.
2. Name of the individual participant.
3. Social Security number of the individual participant.
4. Title of the program or activity (the title should be as descriptive as possible).
5. Completion date of the program or activity.
6. Number of continuing education units awarded.

Items of information which should be retained and may be recorded by the sponsoring organization include:

1. A brief description of the program or activity giving some indication of content, level, objectives and format (should be retained permanently in the sponsor's files and made available upon request).
2. Evaluation of individual performance, if available.
3. Instructors utilized in the activity.
4. Location of the program (city or facility).
5. Cooperating organization—company, agency, association or institution.
6. Additional personal information about the participant (address, date of birth, educational background, employment status, program status, etc.).

**Program Quality**

Since program criteria set forth for CEU must be applied to each approved program or activity, the qualitative aspects of CEU programs are constantly under review. Representatives of the target audience provide inputs during the program planning process to insure the suitability of the subject matter to the level of application. The changing needs of audiences are thus readily transmitted to CEU program sponsors to facilitate program revision and updating. The inability of a program sponsor to adjust to changing needs of clientele or user groups results in decreased acceptability for programs offered.

Sponsor integrity, therefore, is subject to constant review when CEU criteria are fully met. Planning, administration, presentation and evaluation functions must be continuing concerns of both program sponsors and user groups. Increased responsibility for plan-

ning and evaluation must be assumed by user groups if CEU programs are to be fully relevant and useful.

Proper program planning provides opportunities for qualitative checks by user groups to determine that the level and scope of the instructional content is consistent with the qualifications of the user group (participants), and is properly designed to fulfill the educational needs and objectives of the participants.

**Evaluation**

Methods of evaluation to determine effectiveness of non-credit continuing education should be developed and implemented as an integral part of each program. Without an initial statement of specific objectives for each program, it is difficult, if not impossible, to ascertain that desired goals have been attained. Program objectives developed during the planning process may include, but are not limited to:

1. Changes in the attitude and approach of the learner to the solution of problems;
2. Presentation of new knowledge or updating obsolete information in specific content areas;
3. The introduction to and/or mastery of specific skills and techniques;
4. Improvement in the selective responses of the learner.

Both immediate and long-range analysis of each program and of student achievement by the program sponsor is essential for maintaining effectiveness of future programs. Innovative approaches to accomplishing evaluation are encouraged. Sponsors, as well as students engaged in noncredit programs, should be encouraged through appropriate orientation to accept evaluation as an essential element in noncredit programs.

Group indices will usually suffice to indicate the effectiveness of the educational effort, but provision should be made for recording evaluative indices for individual participants whenever appropriate.

# USING THE CONTINUING EDUCATION UNIT FOR DATA COLLECTION

The continuing education unit not only provides a record for the individual participant but is also a measure that can be used by the institution or organization to accumulate data. Thus, the CEU is a measure of the productivity of the total noncredit continuing education activity of the organization. In this manner the reporting of CEU can provide vital information on an institution's educational effort for more accurate fiscal and program planning.

In addition to accumulated institutional records, the further compilation of statistics at state or national levels will provide uniform, comparable data which have not been available heretofore due to the lack of a nationally accepted unit of measurement.

**Computation of CEU for Institutional Use**

Data on the total participation in a single activity may be obtained by multiplying the number of CEU applicable to the individual participant by the total number of participants in attendance. For example, a program in which 2.5 CEU are awarded to each participant and attended by 45 individuals would have a cumulative total of 112.5 CEU for the activity. In this way, data can be accumulated for a related series of programs, or for all noncredit activities over any selected period of time.

Separate calculations of total participation may be made for other noncredit continuing education activities which do not meet all of the criteria necessary for awarding individual CEU but for which data are needed internally for fiscal or program planning purposes. These data should be maintained and reported separately for administrative use only. Information on these programs should not relate to CEU records or performance of individual participants.

# QUESTIONS AND ANSWERS

**Who Can Award CEU?**

CEU may be awarded by accredited colleges or universities. They may also be awarded by other institutions or organizations that have an ongoing educational program and are willing to meet the criteria for sponsoring and offering programs. (See the section on Criteria for Awarding Continuing Education Units.)

**How Long Does The Program Have To Be Before It Is Eligible For CEU?**

While no minimum length is specified, any program of less than ten contact hours must be evaluated carefully to determine that all program criteria have been met, and especially that the educational objectives of the program have been clearly defined.

**How Many CEU Are Awarded For Each Day A Program Meets?**

CEU are based on the number of contact hours, not the number of days involved. Each day may vary from one contact hour in the case of an evening class to as many as eight for a heavily scheduled program. Most full day programs include approximately five contact hours of instruction unless an evening session is added. The contact hours must be determined for each day and for each program.

**How Can CEU Be Used For Data Collection?**

The accumulation of CEU by program or activity is an easy process which provides institutional program statistics on a uniform basis for noncredit activities. The compilation of comparable data from institutions or organizations for regional or national statistical reports then becomes a routine survey and information handling operation. (See the section on Using the Continuing Education Unit for Data Collection.)

**What Is The Relationship Between CEU And Quarter Hours Or Semester Hours of Credit?**

There is no direct relationship. The CEU was designed to do for noncredit continuing education what the quarter and semester hours do for credit courses — provide a standard of measurement. It is not expected that CEU will be translated into academic credits or academic credits into CEU.

**Is It Possible There Will Be A Central Data Bank Which Will Collect And Report All CEU?**

A central national data bank where all CEU could be reported appears to be an unlikely development. A central bank for the nationwide membership of a technical or professional society, however, is not only feasible, but has been placed in operation by some organizations. Such a nationwide record center is helpful in providing a single complete record of the activity of each member

which relates to the professional development and licensing requirements of the profession.

**Can Professional Societies or Associations Award Continuing Education Units?**

Yes, and more than 120 professional societies are now doing so. Many other associations and societies have well-planned, ongoing programs directed by a full time educational coordinator. It is probable that many of these programs could meet the criteria by establishing a system of permanent records to fulfill the administrative criteria.

**Who Will Want To Use CEU Records?**

Initially it is anticipated that professional continuing education records will be a primary need which CEU reports can fulfill. As more programs are planned, many individuals will wish to maintain a record of their lifelong learning experiences. The CEU may be used to determine the level of continuing education reached by the individual and the point where the next phase of education should begin. CEU records also serve as proof of continuing education to meet licensing or recertification requirements of technicians, nurses, vocational instructors, etc.

**Can Fractional CEU Be Awarded?**

Yes. The CEU was designed so that uneven numbers of contact hours can be recorded decimally. That is, 24 contact hours would be recorded as 2.4 CEU. In this way each hour of instruction can be recognized; partial hours are not considered in awarding CEU. The use of decimal values of CEU makes it possible to plan a program of whatever length is actually needed to meet the educational objectives. It is not necessary to force the number of instructional hours to be an even multiple of ten hours.

**Can Participants Receive Part of the Assigned CEU For Attending Part of a Program?**

No. This is not appropriate. Ordinarily, the objectives of educational programs require a selected instructional procedure over a predetermined period of time. Participating in only a portion of a program means that the objectives have not been met and that the individual should not receive official recognition.

**Are CEU Records for Institutional Reporting Based on Registrations or Program Completions?**

While CEU are awarded to the individual participant only when the program requirements have been met, institutional records are ordinarily based on the number of participants who initially enroll in each program, as they are in calculating other institutional enrollment data.

**How Do We Get Permission to Use the Continuing Education Unit?**

Any institution or organization meeting both the administrative and the program criteria may award CEU. No organization or agency has been established or is authorized to give pre-approval for using the continuing education unit. However, only those member institutions of the Council on the Continuing Education Unit whose programs meet the criteria and guidelines of the Council may qualify to use the Council's certification mark as shown on the cover of this book.

**How Do the Employee and the Employer Maintain Appropriate Records on the Accumulation of CEU?**

The sponsoring institution or organization is responsible for establishing and maintaining permanent records of all CEU awarded to individual participants. Cumulative records for each individual participant are to be available on a permanent basis (i.e., for a minimum of twenty years) and are to be issued as an official statement or transcript upon the request of the participant (although a nominal transcript or transfer fee may be assessed).

Individuals are also encouraged to maintain a personal file of their own records in continuing education including such information as program announcements, rosters, completion certificates, and other documents.

**How Do CEU Relate to Credit?**

There is no intended relationship of one to the other. CEU relates to continuing education, or the entire field of noncredit learning experiences, and the great diversity of lifetime and career goals that can be served thereby. Credit applies quite specifically to diplomas and degree requirements and CEU are not awarded for that purpose.

**Do Organizations Outside the United States Award CEU?**

The continuing education unit is becoming known worldwide, with evidence of its use by producers of continuing education in Canada, Australia, Japan, West Germany, and several South American countries. There is no restriction on where CEU may be awarded.

**How Are The Sponsors Or Producers of CEU Regulated?**

The Council on the Continuing Education Unit sets standards and ideals for the use of the CEU. However, we still work within the context of a free-market economy. Sponsors of continuing education are expected to meet minimum standards with respect to the organization and conduct of continuing education. Each purveyor of CEU must individually examine such issues as charter or license to be so engaged; the experience, qualifications, staff and facilities

to do so; the application of educational expertise with respect to organization, format, teaching methodology and the continuous evaluation of educational programs, both as to the impact of learning among individuals and to the meeting of their own stated objectives with respect to course content.

It is necessary, however, for each sector of society — from which recognition of any form flows — to identify and specify competencies needed by its particular constituency, based on whatever are the reasonable standards of achievement for the particular group. Thus, all groups do not have the same requirements in terms of CEU any more than they have the same requirements initially in terms of education, experience, and successful performance on the job.

The organizations or institutions that have been authorized to use the Council's certification mark must have been awarding continuing education units in accordance with the official criteria and guidelines for a period of not less than one year prior to submitting an application for institutional membership in the Council on the CEU.

# THE HISTORY AND DEVELOPMENT OF THE CONTINUING EDUCATION UNIT

The continuing education unit had its beginnings early in 1968 during preliminary discussions among Edward H. Cox, E. I. DuPont de Nemours and Company; Paul J. Grogan, University of Wisconsin; William L. Turner, North Carolina State University; and John Connors, Martin Marietta Corporation. On March 15, 1968, Turner and Grogan asked the National University Extension Association Board of Directors to appoint a "joint committee with industry, government agencies and professional associations" to study "(a) the definition of a unit of extension credit or other academic currency, and (b) the development of criteria and formats by which these credits could be earned."

On July 1 and 2 of that year, a National Planning Conference on the Feasibility of a Uniform Crediting and Certification System for Continuing Education, co-sponsored with NUEA by the U.S. Office of Education, U.S. Civil Service Commission and American Association of Collegiate Registrars and Admissions Officers; was held in Washington, D.C. Organizations participating in that National Planning Conference were:

Adult Education Association of the U.S.A.
American Association of Collegiate Registrars and Admissions Officers
American Association of Junior Colleges
American Association of State Colleges and Universities
American Council on Education
American Society of Engineers
American Society for Personnel Administration
AFL-CIO
American Hospital Association
American Medical Association
American Society for Engineering Education
American Society for Public Administration
Association of University Evening Colleges
Cambridge Institute for Management Education
U.S. Civil Service Commission
Commission on Engineering Education
U.S. Department of Commerce
U.S. Department of Defense
U.S. Department of Health, Education and Welfare
U.S. Department of the Air Force, DOD

E. I. DuPont de Nemours and Company, Inc.
Engineers Council for Professional Development
Engineers Joint Council
General Learning Corporation
McGraw-Hill, Inc.
National Academy of Engineers
National Home Study Council
National Society of Professional Engineers
National University Extension Association
Office of Emergency Planning, Executive Offices of the President
Science Research Associates
United Auto Workers
United States Armed Forces Institute
U.S. Office of Education

The purpose of this conference was to determine the level of interest of the participating associations in the development of a uniform unit to measure noncredit continuing education. The thirty-four national organizations, from education, government, business, labor and the professions, represented at the conference were known previously to have expressed an interest in one aspect or another of identifying, measuring and recognizing individual effort in continuing education.

Conference participants agreed that a uniform nationally accepted unit was needed to reduce the confusion and fragmentation inherent in the use of a variety of systems for recording and reporting continuing education activities.

The interest and sense of urgency for a concerted national movement expressed during these two days resulted in the creation of a National Task Force to determine the feasibility of a uniform unit of measurement and to develop a proposal for such a unit.

Members originally appointed to serve on the National Task Force (indicated by *) as well as those serving subsequently were:

*Chairman — WILLIAM L. TURNER, North Carolina State University, Raleigh, North Carolina (1968— )
*Vice-Chairman — PAUL J. GROGAN, University Extension, University of Wisconsin, Madison, Wisconsin (1968- )
*Secretary — KEITH E. GLANCY, Evening College, The Johns Hopkins University, Baltimore, Maryland (1968- )

**MEMBERS**

*WARREN G. BALL, American Medical Association, Chicago, Illinois (1968- )
*LEONARD R. BRICE, American Society for Personnel Administration, Berea, Ohio (1968- )

*EDWARD H. COX, Employee Relations Department, Personnel Development Division, E. I. duPont de Nemours, Wilmington, Delaware (1968- )

FRANK DICKEY, National Commission on Accrediting, Washington, D.C. (1969-1970)

ROBERT B. ELLIS, Registrar, University of Mississippi, University, Mississippi - representing AACRAO (1969-1970)

JOHN W. ENELL, American Management Associations, New York, New York (1973- )

*WILLIAM L. HARDY, United Auto Workers, Detroit, Michigan (1968-1970)

*REGINALD M. JONES, JR., Bureau of Training, United States Civil Service Commission, Washington, D.C. (1968-1977)

LLOYD L. JOYNER, JR., Georgia Southern College, Statesboro, Georgia - representing AACRAO (1976- )

FLORENCE B. KEMP, National Center for Education Statistics, U.S. Office of Education, Washington, D.C. (1973-1977)

CHARLES F. LINDBLADE, Chicago City College, Chicago, Illinois - representing AACRAO (1970-1973)

RICHARD C. McCULLOUGH, Bureau of Training, United States Civil Service Commission, Washington, D.C. (1976-1978)

TREADWAY C. PARKER, American Management Associations, New York, New York (1969-1972)

LOUIS E. PHILLIPS, Division of Continuing Education, Furman University, Greenville, South Carolina (1973- )

*ROBERT J. PITCHELL, National University Extension Association, Washington, D.C. (1968-1976)

JOHN A. RHODES, JR., Memphis State University, Memphis, Tennessee (1973- )

*MORRIS B. ULLMAN, U.S. Office of Education, Washington, D.C. -Retired (1968-1975)

JOHN W. VLANDIS, University of Connecticut, Storrs, Connecticut -representing AACRAO (1973-1976)

After deliberating at a series of work sessions over a period of two years, the National Task Force not only agreed on the feasibility of a uniform unit but developed the concept and defined the Continuing Education Unit to the point where it was ready to present to the professional field of continuing education for reaction and testing in actual practice. In addition to the task force members, the following organizations were represented at National Task Force meetings by invitation:

American College Testing Program
American Council on Education
American Nurses' Association
American Physical Therapy Association

College Entrance Examination Board
Council on Postsecondary Accreditation
Department of Defense
Educational Testing Service
Southern Association of Colleges and Schools
Southern Methodist University
Union Carbide Corporation
University of Georgia
University of North Carolina
University of Virginia
Virginia Polytechnic Institute and State University

An Interim Statement was published by the National Task Force in 1970 and this brief statement was the basis for the subsequent application of the CEU in a variety of situations.

The Interim Statement called for reaction and suggestions from the field to the National Task Force so the guidelines could be adjusted to field applications. A minimum number of suggestions was received and none of these gave indication of the need for any substantive change in the concept as it was presented. The present guidelines, therefore, incorporate essentially the same concepts and criteria as those outlined in the Interim Statement.

The Interim Statement also called for the initiation of a pilot project to test the recommendations made by the Task Force in applying the CEU. Since the member institutions of the National University Extension Association offer a wide variety of noncredit continuing education, an invitation was issued at a meeting of the Executive Committee of the Division of Conferences and Institutes of NUEA for volunteers to participate in a one-year pilot project. The response was enthusiastic and most of the members of the committee indicated that their institutions would be willing to participate.

With the nucleus of conference and institute directors along with a few additional program directors who were informed about the pilot project, an orientation meeting involving representatives from twenty-one institutions met in July, 1970, in Washington. No attempt was made to inform all members of NUEA or to involve other institutions or organizations in this pilot run since only a limited number of institutions could be coordinated during the project. The orientation session, based on the draft of the Interim Statement then available, detailed the application and reporting requirements which included evaluation statements from the program directors, instructors and participants. The pilot project was coordinated by Dr. Keith E. Glancy, The Johns Hopkins University.

Of those institutions represented, fourteen were ultimately able

to cooperate during the 1970-71 school year in submitting reports on those activities to which CEU were applied.

The institutions cooperating in the pilot project during the 1970-71 academic year were:

University of California at Los Angeles
University of Illinois
Indiana University
University of Iowa
University of Michigan
University of Minnesota
University of Missouri-Rolla
University of New Hampshire
North Carolina State University
Rutgers University
Syracuse University
Washington University (St. Louis)
West Virginia University
University Center for Adult Education (Detroit)

This sample of over 600 noncredit continuing education activities involving more than 28,000 individual registrations provided a fair selection of the major types of programs offered by universities: classes, intensive courses, workshops and conferences. In addition, a few less universal types were included in the reports: correspondence courses, lecture series, and living room seminars. A summary report of the pilot project was published by the NUEA Washington office.

While the recommendations growing out of the pilot project suggested additional interpretation, clarification and examples, no changes in basic concepts were indicated. Subsequently the Interim Statement was used at other institutions as the basis for the initiation of additional application of the CEU.

Late in 1971, the Southern Association of Colleges and Schools adopted a revised Standard Nine on Special Activities which incorporated the concept of the continuing education unit. The new standard relating to extension, public service, and continuing education activities in the member institutions included the following two statements:

> *"The continuing education unit should be used as the basic instrument of measurement for an individual's participation in and an institution's offering of noncredit classes, courses, and programs."*
>
> *"The CEU records will serve as a part of the full-time equivalent student account for the institution."*

Thus, the CEU became a part of the reporting system for most of the more than 600 universities and colleges (all of those with continuing education or extension activities) that are members of the Association. The Georgia System of Higher Education took the lead in developing a set of operational guidelines which were subsequently used as a basis for guidelines in several other states and also for the guidelines issued by the Commission on Colleges of the Southern Association. Other universities and colleges outside the Southern Association also adopted the CEU and awarded units to the participants in at least a portion of their noncredit activities.

The value of a uniform unit and method of recording continuing education quickly became apparent to several professional organizations. The American Nurses' Association issued a statement on continuing education which included the recommendation that the CEU be used in recording and reporting such activities. Several state nursing associations developed guidelines which reflected the requirements of their membership. The National Association of Boards of Pharmacy included a Uniform Professional Continuing Education Act in its Continuing Education Pamphlet and adopted the continuing education unit as the unit of measurement.

As experience with the application of the CEU increased, additional professional organizations, institutions, and regional and professional accrediting associations adopted the continuing education unit.

With subsequent refinements, over a thousand colleges, universities, professional societies, associations, corporate training departments and other instructional organizations are now awarding continuing education units to more than two million persons a year as they complete their courses. These organizations and their students have an interest in maintaining and improving the quality and value of the CEU being awarded.

# THE COUNCIL ON THE CONTINUING EDUCATION UNIT

The Council on the Continuing Education Unit was incorporated in 1977 by members of the National Task Force on the Continuing Education Unit, with the encouragement of the National University Extension Association, the Educational Testing Service, and other organizations.

The Council on the Continuing Education Unit has been formed to place the monitoring, refining and future guidance of the CEU activity in a self-renewing non-profit organization led by persons active in a spectrum of areas of lifelong learning. The Council is not an accrediting body.

The Council on the Continuing Education Unit is a non-profit federation of educational and training organizations and individuals devoted to the constructive and consistent use of the Continuing Education Unit and to improvement of the quality and effectiveness of continuing education, training and development.

The Council is unique in joining together the capabilities of educational institutions, professional societies and associations, business and industrial firms, labor organizations, government agencies and certification bodies interested in the advancement of continuing education and training.

**THE COUNCIL'S PURPOSES**

The Council was organized to carry forward and expand the work of the National Task Force relating to the Continuing Education Unit. Its specific objectives are to:

1. Promote the development, interpretation and dissemination of the best methods, standards and ideals for the use of the Continuing Education Unit.
2. Ensure continuity in the development of the Continuing Education Unit and seek to achieve consistency in its application.
3. Assist in strengthening educational and professional standards in the field of continuing education and training.
4. Work cooperatively with educational organizations - including colleges, universities and other educational institutions, business organizations, professional societies, associations, agencies of government, and other pertinent organizations - to increase the value of continuing education and the CEU.
5. Serve as a forum for policy development, act as a clearinghouse for developments and methods, and publish information relating to CEU and to continuing education and training.

6. Engage in research and data gathering which will provide more reliable and valid information about the CEU or continuing education and training, or will strengthen their effectiveness and quality.

**WHAT THE COUNCIL DOES FOR ITS MEMBERS**

The Council's focus is on the exchange of information, experience and new ideas about the CEU and effective continuing education and training. It helps with:

**Communication.** The Council issues a newsletter and reports for members. It holds an annual conference to discuss needs, problems and solutions relating to the CEU and the broad setting of continuing education and training within which CEU are utilized. It conducts briefings or workshops on request for organizations preparing to award CEU, or for other groups with common interests.

**Certification Mark.** The Council recognizes institutions and organizations which follow its CEU guidelines and criteria in providing continuing education or training and in awarding CEU for completion of programs. Such organizations may become institutional members and be authorized to use the Council's certification mark in their printed materials.

**Policy Development.** The Council monitors the awarding and use of CEU on a continuing basis and takes note of inconsistent practices and of developing needs. Council committees propose refinements and additions to the CEU criteria and guidelines in the interest of improving continuing education and training.

**Research & Data Collection.** The Council periodically gathers data and information on the use of CEU. In addition, the Council is planning to establish Commissions to study a series of problems in noncredit education and to identify and systematically describe exemplary applications of the CEU. These studies will be pursued as rapidly as funding permits.

**Other Services.** The Council will consider offering several other kinds of supporting services to continuing education and training institutions, depending on needs expressed by the membership. Possibilities include a central registry for recording CEU earned; a program locator service for information on available continuing education programs by categories; consulting service relating to planning, evaluating, recording or implementing the CEU; and other activities which are suggested from periodic surveys of the membership.

**Reduced Charges.** Members will be able to register at lower cost at annual meetings and will receive a discount on the cost of publications placed on sale by the Council.

## HOW THE COUNCIL IS GUIDED

Control of the Council on the Continuing Education Unit is in the hands of its membership. Official representatives of the member organizations meet annually to elect the Council's officers and members of the board of directors, discuss major needs and policies, and to consider any proposed changes in the Council's bylaws.

The Council on the Continuing Education Unit is governed by its board of directors, which establishes the policies, plans and budgets under which authorized activities and services are carried out by the Council's officers, board members and other representatives.

The Board consists of six directors representing the Council's membership, plus a president, vice president, secretary and treasurer - all elected by the voting members of CCEU at its annual meeting; and five additional members selected by the board primarily to provide representation from additional constituencies.

# MEMBERSHIP INFORMATION

The Council on the Continuing Education Unit has Institutional Members, Affiliates, and Individual Members. Admission to Membership follows review and acceptance by the Board of Directors.

**Institutional Members** are organizations or institutions which follow the approved guidelines in awarding continuing education units, have qualified to participate in the affairs of the Council, elect Council directors and officers, and are authorized to use the CEU certification mark under the auspices of the Council.

**Affiliates** are organizations or institutions (including certification or other official bodies) that may participate in the deliberations of the council and in its elections but do not desire or are not elibible to award Continuing Education Units under the auspices of the Council.

**Individual Members** are persons interested in continuing education and the CEU who wish to participate in Council deliberations and receive information made available by the Council. Individual members have a voice in the Council's discussions but do not have voting privileges.

Charter members of the Council are those whose applications for membership have been accepted prior to the Council's 1979 annual meeting.

**Dues.** Membership dues for Institutional Members and Affiliates are $250 a year. For Individual Members, $40 a year. The Council's membership year begins on July 1 and ends on June 30 of the following year.

# APPLICATION FOR INDIVIDUAL MEMBERSHIP

Name (please print) _____

Title _____

Your organization
or institution _____

Mailing address _____

City _____ State _____ Zip _____

Telephone : Area _____ No. _____ Ext. _____

Please send materials to: ☐ Office address above ☐ Address below

Address _____

City _____ State _____ Zip _____

My organization ☐ Does not now award CEU
☐ Has been awarding CEU since _____

I certify that I am willing and interested in supporting the concept of the Continuing Education Unit as set forth in the **CEU Criteria and Guidelines** and approved by the members of the Council.

Date _____ Signed _____

Send with remittance for annual dues, $40, to:

Secretary
Council on the Continuing Education Unit
13000 Old Columbia Pike
Silver Spring, Maryland 20904

# APPLICATION FOR ORGANIZATIONAL MEMBERSHIP

Organizations seeking membership in the Council are invited to complete and submit this application in accordance with the directions given below. Criteria for membership are outlined in the Council's brochure. Please indicate which membership classification is desired.

☐ INSTITUTIONAL MEMBERSHIP: Please provide all information requested below and attach all materials as noted on page 2. Institutional dues, $250 a year.

☐ AFFILIATE: Please complete items 1 and 5, and provide information on any other items if it is available. Dues for Affiliates, $250 a year.

The organization or institution will be billed for dues when the application has been accepted. Please include any special billing instructions. Send completed application to: Secretary, Council on Continuing Education Unit, 13000 Old Columbia Pike, Silver Spring, Maryland 20904.

---

1. Organization or Institution _____
2. Name of division, school or other administrative unit seeking membership _____
   Does this unit have authority over continuing education or training and development activities? _____
   Administrator of this unit _____
   Title _____
   Portion of time assigned to continuing education or training _____ %
   Portion of time assigned to other functions
   Please specify _____
   Number of years this continuing education or training unit has been in operation _____.
3. Continuing Education or Training Programs and Activities:
   Number of programs or activities (classes, workshops, supervised homestudy courses, etc.) operated during the past three calendar years (or other annual reporting basis) by the administrative unit applying.

| Year | _____ | _____ | _____ |
|---|---|---|---|
| No. of Activities | _____ | _____ | _____ |
| No. of Participants | _____ | _____ | _____ |

Continuing Education Units (CEU) have been awarded for selected continuing education activities since _____

CEU awarded during past year: No. of Activities _____

No. of Participants _____

Total CEU Awarded _____

Is a permanent record system for CEU to provide official reports upon the request of individual participants in operation? _____

4. Accrediting association with which organization or institution is affiliated (if any) _____

Date last accredited _____ For what time period _____

If organization or institution is licensed or approved by the state, please indicate the state, agency, and nature of approval:

_____

5. The following individual is designated as the official voting representative on the Council on the Continuing Education Unit and should receive all notices of meetings, publications, and other correspondence:

Name _____

Title _____

Mailing Address _____

City _____ State _____ Zip _____

Telephone: Area _____ No. _____ Ext. _____

---

**CERTIFICATION**

This organization hereby applies for membership in the Council on the Continuing Education Unit and agrees, if accepted for membership, to abide by all conditions of membership specified in the Council's brochure.

Date _____ Signature _____

Title _____

Organization _____

---

NOTE: This application for membership should be accompanied and supported by any or all of the following materials that are available:

a. Copy of the most recent internal policy/procedure statement relating to the use of CEU.

b. Brochures describing several activities which illustrate types of programs for which CEU are awarded (5 to 8 examples).

c. Catalog of continuing education programs, CEU and/or non CEU.

d. Copy of permanent record form used (or sample copy of computer printout for an individual participant if records are maintained on computer).